

2010 SCCCS STARTALK SUMMER PROGRAM

Professional Development Assignments

Professional Development Workshop

Content:

- Backward Planning using STORYASKING
- The Educator's Toolbox: Introducing the 2009 World Language Content Standards for California Public Schools
- Putting the Pieces Together: Immersion Content Lesson Design
- Integrated Performance Assessment
- Chinese Pedagogical Grammar
- Dual Language Immersion
- Curriculum & Lesson Planning

Benefits of the professional development assignment

- ❖ Focusing on learning
- ❖ Building a growth plan
- ❖ Collecting artifacts and evidence of learning
- ❖ Facilitating collegial relationships
- ❖ Reflecting on learning
- ❖ Sharpening skills and abilities
- ❖ Drawing on past experiences and knowledge

Assignments and Activities:

Assignment I. (Due day: May 1, 2010)

As a Chinese language teacher in American classrooms, please reflect your own teaching experience and thoughts on the difference between teaching Chinese language as a heritage language and teaching Chinese language as a second/world language. Please write 1-2 pages essay/reflection in either Chinese or English and don't forget to include your name, email address and contact phone number.

Assignment 2. (Due day: May 29, 2010)

Understand and implement the Backward Planning using STORYASKING: Develop one page of narrative about how you teach 5 new words/phrases implementing the TPRS strategy and one page with six pictures and notes (the storyboard handout from Jason Fritze) specify your story.

Final Assignment (Due day: June 6, 2010)

Understand and integrate TPRS, World Language Content Standards, IPA, dual language immersion in a lesson plan. Present a microteaching/mock teaching in a group of 4-5 teachers. Three hard copies of lesson plan from each group is required. Each teacher candidate present for no more than 5 minutes. Please use the lesson plan template provided in wiki.

The micro teaching is to provide a chance for prospective ST teachers to demonstrate their ability to communicate in a classroom situation. Each presenter will "teach" to the panel of all participants who will act as your "students" and will ask questions regarding your lesson plan and lesson presentation realistically. It is the job of the pretend teacher to involve his or her "class" actively in this way.

Each teacher candidate need to present sample "snapshots" of what/how you teach and to get some feedback from colleagues and evaluators about how it was received. Finally, the group may mention just a few things that the practice teacher might try doing differently in the future.